DOCUMENT RESUME

ED 180 639 PS 011 123

AUTHOR Migliaro, Ann
TITLE Sewing: Arizona HSST/CDA Competency Based Training Module #31.
INSTITUTION Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
SPONS AGENCY Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE [78]
CONTRACT 190-78-0003
NOTE 15p.: For other modules in this series, see PS 011 100-128
AVAILABLE FROM Arizona/Nevada CDA, P.O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Child Care Workers: Early Childhood Education: Learning Activities: Parent Participation: *Performance Based Teacher Education: Postsecondary Education: *Preschool Teachers: *Sewing Instruction: *Training
IDENTIFIERS *CDA: Child Development Associate

ABSTRACT

This Child Development Associate (CDA) training module helps the CDA intern present and supervise sewing activities for preschool children. Classroom activities as well as training objectives for the intern are provided. The module emphasizes (1) the values of sewing activities for the preschool child, (2) the kinds of material that can be used in sewing activities, (3) the coordination of sewing activities with children's cultural backgrounds, (4) the display of materials and supervision of their use, and (5) how to involve parents in supporting sewing activities. Additional classroom sewing activities and materials are suggested. Things adults can sew for children are indicated. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180639
PS011123
MICROFICHE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Competency Based Training Module #31

SEWING

by

Ann Migliaro

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Warren E. Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NOTE TO THE INTERN:

This CDA training module has been prepared as a guide for you and your CDA advisor to help you to develop certain practical skills necessary for your work in an early childhood center. Although it contains many useful ideas, it is not intended to be a self-study program. Many decisions about your training experiences are left up to you and your advisor. The activities given in this module are "suggested" activities, and should be used if they are appropriate to your learning needs. You or your advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.

Your advisor will evaluate your performance in each of the objectives. He/she may do so right away on the basis of skills you already have, or he/she may evaluate you after you have done some learning activities, or both. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do, however, have to demonstrate the required skills for your advisor; you cannot just tell him/her that you have the skills. If your advisor has already observed some of the skills before you entered this module, he/she may check you off on those skills without further observation.

When your advisor has evaluated your performance in an objective area as satisfactory, he/she will initial and date that objective as complete in your copy of this module. When all of the objectives have been initialled, you have completed the requirements of this module and have earned credit. Keep this module as your permanent record of completion, and as a reference to use in your classroom.

As you can see, how fast you are able to complete this module depends on a lot of things: How much time and effort you can put into it; how much help your advisor can give you; how much experience and training you have already had.

The Arizona HSST/CDA program hopes that you find your participation in CDA a valuable and practical training experience. We would appreciate any suggestions you may have for improvements in the training program and in this module.

SEWING

CDA TRAINING MODULE #31

TABLE OF CONTENTS

INTRODUCTION.....Page 1

OBJECTIVES, ACTIVITIES, ASSESSMENT.....Page 2

STUDY GUIDE.....Page 4

SUPPLEMENT - TABLE OF CONTENTS.....Page 7

This module relates to the following CDA Competencies:*

B. ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE
(see items 1, 3, 5, and 7)

C. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH
(see item 7)

This CDA training module has been produced by the Arizona Child Development Associates training program (Arizona HSST/CDA), of the Pinal County Community College District, Coolidge, Arizona 85228.

For permission to reproduce this material, contact Martha Honeycutt or Warren Miller, (602) 723-4141.

The work upon which this module is based was performed pursuant to Contract 9-76-2-OCD with Region IX, Health, Education and Welfare, Office of Child Development. The philosophy expressed does not necessarily represent official Office of Child Development position or policy.

*For reference, see the Arizona HSST/CDA "CDA Assessment"

SEWING

INTRODUCTION

The products of sewing and related activities surround us, from the clothing that is essential for our physical well-being to the beadwork and embroidery which provide beauty and pleasure. Sewing and objects which have been sewn are so much a part of our day-to-day lives that the sewing process can easily be overlooked as a valuable learning experience for young children. Sewing activities can help children gain small muscle skills, eye-hand coordination, and even language and problem-solving skills, as well as provide a source of satisfaction and pleasure.

It is the purpose of this module to acquaint the Intern with the values of including sewing activities in the preschool curriculum, to provide some guidelines for presentation and supervision of these activities, to provide some practical ideas for classroom activities, and to provide ideas for parents to share in classroom activities. Ideas for classroom materials which adults can make have also been included in the Supplement.

OBJECTIVES, ACTIVITIES, ASSESSMENT

CDA Intern's Name_____

Date of Entry_____Date of Completion_____

OBJECTIVES	SUGGESTED ACTIVITIES
1. The Intern will demonstrate an awareness of the values of sewing activities for the preschool child. ASSESSMENT _____ date/initial	1. Read Section I of the Study Guide. a. Discuss with your Advisor at least four reasons for including sewing activities in the preschool program. b. Observe children engaged in sewing activities. In what ways is the activity a learning experience for them? Discuss with your Advisor.
2. The Intern will demonstrate the ability to use found objects and beautiful junk as well as commercial materials effectively in sewing activities. ASSESSMENT _____ date/initial	2. Read Section II of the Study Guide. a. Take a walk in the area around your center. How many things can you find which can be incorporated into sewing activities? b. From beautiful junk which you have gathered, assemble the materials needed for at least three sewing activities. c. Make a list of commercial materials which you would like to have to use in your center. Discuss with your Advisor the reasons for your choices.
3. The Intern will demonstrate that s/he incorporates the cultural background of the children in s/his center in sewing activities. ASSESSMENT _____ date/initial	3. Read Section III of the Study Guide. a. List sewing-related crafts which are a part of the cultural background of the children in your center. b. Arrange to take a field trip to visit a community person who is skilled in a sewing-related craft. c. Arrange to have a person skilled in a sewing-related craft visit in the classroom to demonstrate this craft.

OBJECTIVES	SUGGESTED ACTIVITIES
4. The Intern will properly store/display and competently supervise the use of sewing materials. ASSESSMENT _____ date/initial	4. Read Section IV of the Study Guide. a. Obtain sturdy, attractive containers for storage/display of sewing materials. b. Have someone observe you or video-tape yourself as you supervise sewing activities. Did you provide appropriate help, encouragement, and appreciation for the children's work? Did you allow children to explore materials for themselves? Did you take advantage of opportunities to encourage language development? Discuss with your Advisor.
5. The Intern will demonstrate an appreciation for children's sewing products and seek ways to convey this appreciation to the parents as well as the child. ASSESSMENT _____ date/initial	5. Read Section V of the Study Guide. a. Assemble an attractive display of children's sewing projects for parents to see. b. Draft a letter to parents explaining the sewing activities which are included in the preschool program and asking for donations of beautiful junk for these activities.

SEWING

STUDY GUIDE

I. Sewing activities have several values for the preschool child.

A. Sewing activities provide opportunities for children to develop small muscle skills and eye-hand coordination.

B. Children get satisfaction from engaging in adult activities and added self-confidence in mastering the real tools of the adult world. As with many other preschool activities, the process is more important than the finished product.

C. Many language concepts (in, out, up, down, through, etc.) are much more meaningful when the words can be paired with the sensori-motor experiences which sewing activities provide.

D. The experience of working with the various textures, sizes, and shapes of fabrics, threads, buttons, and beads gives valuable direct experiences for preschoolers.

E. Many sewing activities provide excellent problem-solving situations. The materials which are used give immediate, concrete evidence of cause and effect relationships.

II. Many kinds of materials can be used in sewing activities.

A. Beautiful junk, or found objects, can be incorporated in classroom activities.

1. Spools, short pieces of drinking straws, or macaroni can be substituted for commercial wooden beads for stringing.

2. Shoe laces, heavy string, or yarn can be used for stringing beads. The ends may be finished by dipping them in glue or wax.

3. Small pieces of pegboard, lids of styrofoam egg cartons, pieces of heavy cardboard, or even paper plates can be creatively turned into sewing and lacing cards.

4. Thread, needles, buttons, and fabric remnants can be obtained by asking teachers and parents to sort through their sewing baskets at home.

B. Some commercial materials may be added to the classroom or merely used as guidelines for creating homemade materials.

1. Thread-A-Balls may provide children, especially younger ones, with valuable experiences. (See Teaching Tools catalog, pp 308 and 317, or Lakeshore Curriculum Materials Co. catalog, p 50.)

2. Wooden beads of all sizes are an excellent addition to classroom materials. (See Teaching Tools catalog, pp 70, 302, 332, or Lakeshore Curriculum Materials Co. catalog, pp 51 and 66.)

3. Sewing and lacing cards can also be purchased. (See Teaching Tools catalog, pp 75, 294, 317, 333, or Lakeshore Curriculum Materials Co. catalog, p 50.)

III. Sewing activities from the cultural backgrounds of the children in the classroom should be included.

A. Some traditional sewing-related crafts are appropriate for the children to do.

B. Parents and other community people are excellent resources for classroom demonstrations or as adult supervisors for classroom sewing activities.

C. Parents and other community people are also excellent resources for children to visit on field trips to observe skilled craftsmen in sewing-related activities.

D. Activities which may be included in children's cultural backgrounds might be beading, weaving, embroidery, knitting, quilting, crocheting, etc.

IV. The role of the teacher in sewing activities is to provide appropriate materials for children to use and to supervise the use of these materials.

A. Materials should be stored/displayed on low shelves in sturdy, attractive containers. Each container should hold all of the materials necessary for a particular activity.

EXAMPLES: A wooden bowl containing an assortment of wooden beads with a lace for stringing.

A basked containing fabric on an embroidery hoop, a pincushion with a threaded needle, and four buttons.

B. Materials should be provided which are appropriate for the developmental levels of children in the group.

1. Preschoolers are continually developing fine muscle skills, and children in the group will have gained different levels of control over these small muscles. Materials which each child can use successfully should be included.

2. Manipulation of larger materials will be mastered before children can manipulate smaller materials; i.e., stringing large wooden beads and using sewing cards will come before sewing buttons with a needle and thread.

C. The support and guidance of the teacher will enhance the value of sewing activities.

1. Children may need to be shown how to use the materials. However, don't underestimate what each child is able to do. Avoid doing too much for the child - the process rather than the product is most important.

2. Appropriate suggestions or questions will stimulate children to solve problems which may come up in their sewing activities.

3. The teacher's appreciation of a child's effort and care as well as the product will enhance the child's feeling of accomplishment and self-satisfaction.

4. Language development can be encouraged by the teacher's comments about a child's work. ("You put the lace through the beads." "Your string of beads is getting longer." "This piece of velvet feels soft." Etc.)

5. If the child has chosen a task which is difficult for him, the teacher should be prepared to step in with encouragement or suggestions before the child's frustration reaches an intolerable level.

V. Parents can help to enhance the values of sewing activities by showing an appreciation for their children's efforts and products.

A. The teacher should model and reinforce that the process of sewing activities - the learning and experience which the child gained - is more important than the finished product.

B. The teacher should communicate to the parents the values of sewing activities for the preschool child.

1. A note can be drafted and sent to parents, explaining the classroom sewing activities, the values of these activities, a description of products which children may bring home, and possible comments which parents might make about these products.

2. A display of children's sewing projects can be set up for a parent meeting or open house.

3. Parents should be encouraged to visit the classroom to participate in sewing activities as well as other classroom activities.

C. Parents can help supply bits and pieces of beautiful junk to help maintain materials for sewing in the classroom. These contributions let children know that parents feel that their activities are important enough to support.

SUPPLEMENT

TABLE OF CONTENTS

ACTIVITIES AND MATERIALS FOR CHILDREN.....Page 8

THINGS TO MAKE FOR CHILDREN.....Page 10

ACTIVITIES AND MATERIALS FOR CHILDREN

BEADING

Wooden beads may be made by drilling holes in small scraps of wood. However, the simplest substitute for commercial beads are empty thread spools. These may be painted with a lead-free, non-toxic paint or left the color that they are. Make sure that laces to be used for stringing the spools have finished ends which are as long as the spools.

SEWING CARDS

Sewing cards can be made from any material which is sturdy enough to take manipulation - cardboard, paper plates, tops of egg cartons, etc. Punch holes in the material you have chosen with a paper punch. Pegboard scraps, which already have holes, can be used as they are for sewing cards. Laces are used to string through the holes.

LACES FOR SEWING ACTIVITIES

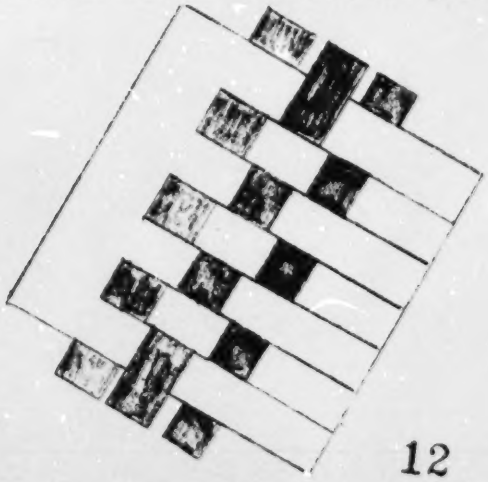
Laces to be used for sewing cards or stringing beads should have a stiff, non-ravelling tip. Shoelaces work very well. Yarn or string also works if the ends are either wrapped with masking tape or dipped in glue or melted wax and allowed to stiffen.

SEWING ON FABRIC

Sewing on real fabric with a real needle and thread "just like Mom" can be a very satisfying experience for the young child. Stretching the fabric over an embroidery hoop and providing threaded needles in a pincushion can take much of the frustration out of the experience. Adding buttons or fabric scraps to be sewed on provides more challenge. As fine muscle skills increase, children may be able to thread their own needle.

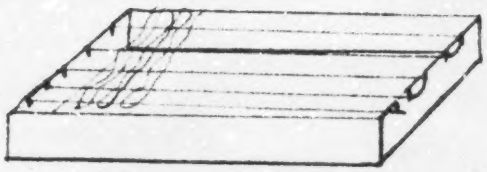
PAPER WEAVING

Strips of construction paper may be woven into colorful placemats for special occassions or simply done for the pleasure and experience. As a base for the weaving, cut a piece of construction paper into strips to within 1-2 inches to the edge. Cut single strips of construction paper the same width. Weave the single strips onto the base in an over-under pattern.



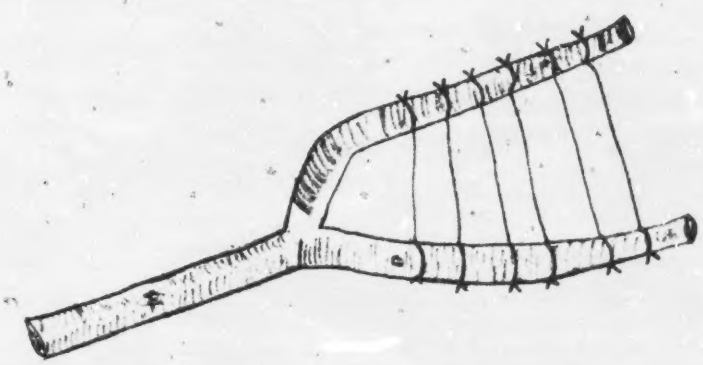
WEAVING ON A BOX LOOM

A simple loom may be made from a small sturdy box. Make slits at even intervals in two opposite ends of the box. Set up the loom by threading yarn or ribbon through these slits. When loom is set up, weave yarn or ribbon in an over-under pattern.



TWIG WEAVING

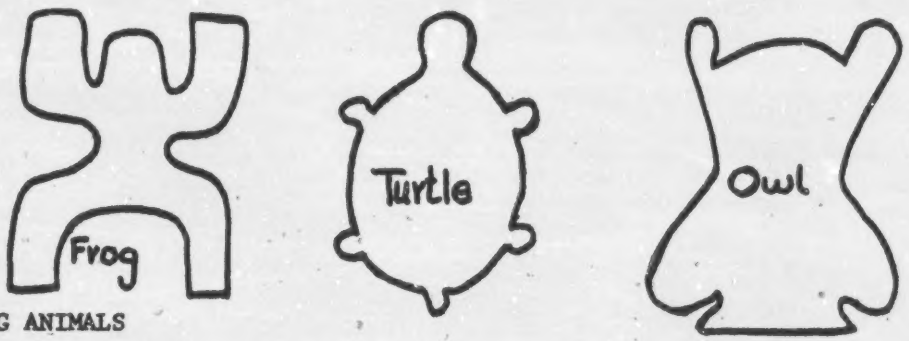
Tie an uneven number of strings on a forked twig. Weave from botton to top using string, yarn, ribbon, long pieces of grass, strips of fabric, etc.



THINGS TO MAKE FOR CHILDREN

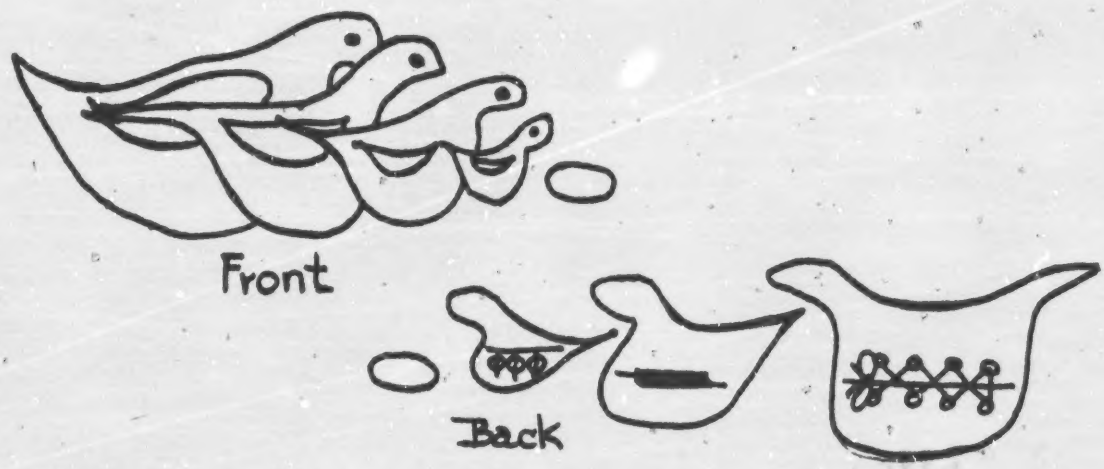
BEAN BAGS

Bean bags are always a popular item in a preschool classroom. To make them, draw the shape you want to make onto paper. Any shape will do, from a simple square to animals as shown below. Cut two pieces of fabric from the paper pattern. Sew together with right sides together, leaving enough of the seam open to turn the material and stuff the bean bag. Bean bags may be stuffed with beans, raw rice, or the lightweight aquarium gravel (this makes them washable), or soft stuffing can be used for pillows. After the bag is stuffed, sew the open section by hand and add buttons, embroidery, or fabric scraps for trim and facial features.



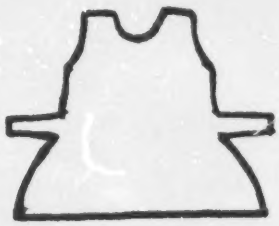
NESTING ANIMALS

Animals made in graduating sizes to fit into each other can offer valuable fine muscle practice as well as giving children experiences in seriation. Begin by making paper patterns of graduated size (like the chickens below). Cut two of each size out of fabric. To cut the back of each animal, allow for an overlap to put snaps or buttons. Sew identical sizes together, putting a different kind of locsure on each size (buttons, zipper, snaps, laces, etc.)



PAINTING SMOCKS

Smocks to be used for messy activities can easily be made from any sturdy, washable fabric. If smocks are to be used for water play, it is best to use an absorbent fabric (old towels are great) backed with plastic (old shower curtains or plastic tablecloths are perfect). Cut two identical pieces of fabric, sew them together at the shoulders, finish the edges, and add buttons or snaps at the waist. After the smocks are finished, they may be decorated with appliques or fabric paint.



ACCESSORIES FOR THE HOUSEKEEPING AREA

All kinds of accessories to make the housekeeping area more interesting can be made by adults. Doll clothes, dress-up clothes, doll bedding, even dolls - the list is limited only by imagination, skills and available materials!

The ideas presented here are only a beginning. Parents, friends, and your local library are excellent resources for many, many other ideas.